

**National Curriculum Objectives which are covered in this unit:**

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Model Music Curriculum Areas which are covered in this unit:**

- Singing
- Performing
- Listening
- Composing

**Lesson sequence - include the key concept, L.O. and brief description of lesson**

<p><b>Lesson 1 – Exploring Pitch Patterns</b> <i>Becoming familiar with reading symbols used to show different pitch patterns, playing these on instruments.</i></p> <p><b>LO:</b> To understand and practice reading different symbols to show pitch.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can read pitch patterns by moving my eyes left to right.</li> <li>• I can read, sing and play high and low sounds.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> moving eyes from left to right to read pitch patterns; singing and showing high and low notes; playing a pattern of high and low notes on an instrument.</p> <p><b>Pupils working at greater depth indicated by:</b> identifying subtle pitch differences (a few notes apart); being able to reflect this using their hand by returning to the same place for each of the five notes.</p>	<p><b>Lesson 2 – Singing Pitch Patterns</b> <i>Singing and drawing pitch patterns.</i></p> <p><b>LO:</b> To sing and draw pitch patterns.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can read notation from left to right.</li> <li>• I can sing high and low sounds.</li> <li>• I can draw high sounds higher up the page than low sounds.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> reading notation from left to right; singing high and low sounds; drawing high and low sounds with dots at the top and bottom on their whiteboard, respectively.</p> <p><b>Pupils working at greater depth indicated by:</b> describing the pitch patterns using the terms <b>getting higher</b> and <b>getting lower</b>; noticing that each phrase has notes that are close together.</p>	<p><b>Lesson 3 – Introducing Notation</b> <i>Exploring musical notation by using three horizontal lines to represent low, middle and high notes as the children learn to read, play and sing 'Once a Man Fell in a Well'.</i></p> <p><b>LO:</b> To read and understand the notation for the song 'Once a Man Fell in a Well'.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can sing and read notation that uses five notes.</li> <li>• I can hear when notes get higher or lower.</li> <li>• I can hear when notes stay the same.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> singing and reading notation; singing a range of notes to show high to low and the steps in between; recognising when notes stay the same.</p> <p><b>Pupils working at greater depth indicated by:</b> describing when a pattern of notes gets higher or lower.</p>	<p><b>Lesson 4 – Instrumental Pitch Practice</b> <i>Listening to, singing and playing the phrases of a song, matching finger movements to specific musical notes to ensure correct pitch.</i></p> <p><b>LO:</b> To use a tuned percussion instrument to play a song.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can read notation from left to right.</li> <li>• I can understand and play simple pitch patterns from notation.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> playing a pitch pattern using letter notation in the right order; reading notation from left to right.</p> <p><b>Pupils working at greater depth indicated by:</b> sharing how they would produce high and low sounds on their own instrument; playing the different patterns with the glockenspiel horizontally.</p>	<p><b>Lesson 5 – Writing Musical Notation</b> <i>Learning how to represent high and low sounds using notation on three horizontal lines, collaboratively playing and singing a song.</i></p> <p><b>LO:</b> To complete the notation for a short song using a three-line stave.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can recognise missing notes on a stave.</li> <li>• I can draw notes on a three-line stave.</li> <li>• I can read and play notes on a three-line stave.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> recognising missing notes on a stave; drawing notes on a stave; reading and playing notes from a stave.</p> <p><b>Pupils working at greater depth indicated by:</b> being able to accurately draw all the notes from a given song on a stave.</p>
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<p><b><u>Prior learning</u></b></p> <p><i>List year groups and topics with connected learning</i></p>	<p><b>EYFS</b>  Exploring Sound  Celebration Music  Music and Movement  Musical Stories  Transport  Big Band  <b>Year 1</b>  Keeping the Pulse (Theme: My Favourite Things)  Tempo (Theme: Snail and Mouse)  Dynamics (Theme: Seaside)  Sound Patterns (Theme: Fairytales)  Pitch (Theme: Superheroes)  Musical Symbols (Theme: Under the Sea)  <b>Year 2</b>  Call and Response (Theme: Animals)  Instruments (Theme: Storytelling)  Singing (Theme: On This Island)  Contrasting Dynamics (Theme: Space)  Structure (Theme: Myths and Legends)</p>			
<p><b><u>Future learning</u></b></p> <p><i>List year groups and topics with connected learning</i></p>	<p><b>Year 3</b>  Ballads  Creating Composition in Response to Animation (Theme: Mountains)  Developing Singing Technique and Keeping in Time (Theme: Vikings)  Pentatonic Melodies and Composition (Theme: Chinese New Year)  Instrumental Unit One (Theme: South Africa)  Traditional Instruments and Improvisation (Theme: India)  <b>Year 4</b>  Body and Tuned Percussion (Theme: Rainforests)  Rock and Roll  Changes in Pitch, Dynamics and Tempo (Theme: Rivers)  Haiku, Music and Performance (Hanami)  Samba and Carnival Sounds and Instruments  Adapting and Transposing Motifs (Theme: Romans)</p>	<p><b>Year 5</b>  Blues  Musical Theatre  Composition Notation (Theme: Ancient Egypt)  Looping and Remixing  Composition (Theme: Festival of Colour)  South and West Africa  <b>Year 6</b>  Dynamics, Pitch and Texture (Theme: Coast – Fingal’s Cave by Mendelssohn)  Songs of World War 2  Film Music  Theme and Variations (Theme: Pop Art)  Baroque  Composing and Performing a Leavers’ Song</p>		
<p><b><u>Key vocabulary to be explicitly taught</u></b></p>	<p>Dot; high; low; musical sentence; notation; phrase; pitch; pitch pattern; stave</p>			

<b><u>Cross-curricular links</u></b>	<b>English – spoken language</b> Maintaining attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
<b><u>Enrichment</u></b>	Rocksteady Feel Good Friday Autumn 1 – 20 <sup>th</sup> September: Musical Toolkit and Vocal Zone sections for pitch Rocksteady Feel Good Friday Spring 2 – 21 <sup>st</sup> February: The Musical Alphabet section
<b><u>Useful websites/resources</u></b>	<b>Kapow Music</b> <b>BBC Teach</b> <b>BBC Ten Pieces</b> <b>Rocksteady Feel Good Friday</b>